



The following texts are books from the reading spine that will be used as ‘Reading for Pleasure’ and in the teaching of reading

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R for P Text		The Miraculous Journey of Edward Tulane	Carpet People	The Boy in the Tower	Nowhere Emporium	The Secret Garden	The Song of the River
Core Text	Fiction	The Miraculous Journey of Edward Tulane	Carpet People	Journey to J’burg Princess Blankets	Nowhere Emporium	The Secret Garden	The Song of the River Birdsong (tied to writing)
	Non-Fiction	The world of the Unknown: Monsters The Book of Mythical Beasts and Magical Creatures	I am not a label	History of the World’s Biggest Show-offs	Counting on Katherine	Dungeons and Torture	
	Poetry	Whale of a Time			Nonsense Verse		Jaberwocky
<i>Optional texts that may be included:</i>				Counting on Kathrine		Dick Turpin	





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Pupils should be taught to:</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions read age-appropriate books with confidence and fluency (including whole novels). recommending books that they have read to their peers, giving reasons for their choices 			<ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously apply knowledge of root words, prefixes and suffixes. learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Apply, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</p>		
Reading	<p><i>The Miraculous Journey of Tulane</i> <i>Tulane</i> <i>Whale of a Time</i> <i>The World of Unknown: Monsters</i> <i>The Book of Mythical Beasts and Magical Creatures</i></p> <ul style="list-style-type: none"> <u>identifying and discussing themes and conventions</u> in and across a wide range of writing learning a wider range of <u>poetry by heart</u> <u>preparing poems and plays to read aloud and to perform</u>, showing understanding through intonation, tone and volume so that the meaning is clear <u>asking questions</u> to improve their understanding <u>drawing inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>predicting</u> what might happen from details stated and implied <u>summarising</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas discuss and evaluate <u>how authors use language, including figurative language</u>, considering the impact on the reader <u>explain and discuss their understanding</u> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide <u>reasoned justifications</u> for their views. 	<p><i>Carpet People</i> <i>I am not a label</i></p> <ul style="list-style-type: none"> <u>retrieve, record and present information from non-fiction</u> <u>identifying how language, structure and presentation contribute to meaning</u> distinguish between statements of <u>fact and opinion</u> <u>checking that the book makes sense to them</u>, discussing their understanding and exploring the <u>meaning of words in context</u> (Tier 2 words) <u>making comparisons within and across books</u> <u>identifying and discussing themes and conventions</u> in and across a wide range of writing <u>drawing inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>predicting</u> what might happen from details stated and implied <u>summarising</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas discuss and evaluate <u>how authors use language, including figurative language</u>, considering the impact on the reader <u>explain and discuss their understanding</u> of what they have read provide <u>reasoned justifications</u> for their views. 	<p><i>The Boy in the Tower</i> <i>Journey to Joburg</i> <i>History's Biggest Show-Offs</i> <i>Princess's Blankets</i></p> <ul style="list-style-type: none"> <u>explain and discuss their understanding</u> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <u>asking questions</u> to improve their understanding <u>identifying and discussing themes and conventions</u> in and across a wide range of writing <u>checking that the book makes sense to them</u>, discussing their understanding and exploring the <u>meaning of words in context</u> (Tier 2/3 words) <u>retrieve, record and present information from non-fiction</u> distinguish between statements of <u>fact and opinion</u> <u>drawing inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>predicting</u> what might happen from details stated and implied <u>summarising</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas provide <u>reasoned justifications</u> for their views. 	<p><i>History's Biggest Show-Offs</i> <i>The Nowhere Emporium</i> <i>Nonsense Verse</i></p> <ul style="list-style-type: none"> <u>retrieve, record and present information from non-fiction</u> learning a wider range of <u>poetry by heart</u> <u>preparing poems and plays to read aloud and to perform</u>, showing understanding through intonation, tone and volume so that the meaning is clear <u>asking questions</u> to improve their understanding <u>identifying and discussing themes and conventions</u> in and across a wide range of writing <u>drawing inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>predicting</u> what might happen from details stated and implied <u>summarising</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas discuss and evaluate <u>how authors use language, including figurative language</u>, considering the impact on the reader provide <u>reasoned justifications</u> for their views. 	<p><i>The Secret Garden</i> <i>Dungeons and Torture</i> <i>Dick Turpin</i></p> <ul style="list-style-type: none"> <u>identifying and discussing themes and conventions</u> in and across a wide range of writing <u>making comparisons within and across books</u> <u>checking that the book makes sense to them</u>, discussing their understanding and exploring the <u>meaning of words in context</u> (Tier 2/3 words) <u>asking questions</u> to improve their understanding <u>drawing inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>predicting</u> what might happen from details stated and implied <u>summarising</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <u>identifying how language, structure and presentation contribute to meaning</u> <u>retrieve, record and present information from non-fiction</u> <u>explain and discuss their understanding</u> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide <u>reasoned justifications</u> for their views. 	<p><i>Song of the River</i> <i>The Jabberwocky</i> <i>Birdsong</i></p> <ul style="list-style-type: none"> learning a wider range of <u>poetry by heart</u> <u>preparing poems and plays to read aloud and to perform</u>, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Discuss and evaluate <u>how authors use language, including figurative language</u>, considering the impact on the reader <u>identifying and discussing themes and conventions</u> in and across a wide range of writing <u>drawing inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <u>predicting</u> what might happen from details stated and implied <u>summarising</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas provide <u>reasoned justifications</u> for their views.